

# THE STATUS OF PHYSICAL EDUCATION AND SPORTS FACILITIES FOR GIRLS IN THE SECONDARY SCHOOLS

By  
Zahid Majeed\*

## Abstract

A Study of "The Status of Physical Education and Sports Facilities for Girls in Schools" was conducted in Islamabad. Ten Federal Government schools were involved in this study. The main features of the study were collection of information about availability of facilities of sports and physical education in Girl Schools, financial assistance provided for sports and physical education in Girl Schools, status of Physical Education Teachers at secondary school level, differences among boys and girls schools with reference to Sports and Physical Education facilities, the gaps and flaws in provision of facilities, the efforts, made for the promotion of sports in educational institutions, at national level through education and sports policies and the curriculum documents of National Bureau of Curriculum(NBC), investigation of the financial, material, technical and socio cultural factors, which hinder the participation of girls in games / sports.

Field survey, observations and document analysis were adopted as the methods of study. Two separate questionnaires were developed for the survey. The 10 sample schools were selected at random, 5 boys schools and 5 girls schools of secondary level; one questionnaire was administered to their Principals and Physical Education Teachers (PETs), while the other was administered on 20 students of secondary classes of each school. In this way the number of total student respondents was 200. The response rate of all the Principals, PETs and students was 100%. The information collected through survey was categorized and presented in tabular form. On the other hand, the Education Policies, National Sports Policy and Curriculum Report on Health and Physical Education for Secondary Classes were also studied and provisions for physical education and sports were analyzed.

On the basis of above-mentioned facts, recommendations were made by the researcher to improve the status of physical education and sports facilities for girls in the schools. These recommendations mainly include provision of funds, space, books, latest and modern equipment

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\* The writer is working as Lecturer, Special Education, AIOU, Islamabad.

*and articles, for sports, from Government and donor agencies to schools especially for the girls' schools. It is also recommended that some educational and convincing programmes may be developed, to remove the misconceptions about girls' participation in physical education and sports, and for the same purpose parents of girl students are also suggested to be invited in games and sports events. Some recommendations involved curriculum planning, professional trainings of Principals, PETs, experts' coaching, scholarships and prizes for girl students participating and performing well in games.*

## **Preamble**

During past years, health-related school studies were carried on which generally concentrated either on the WHO 'Health Promoting School' (HPS) (Parsons et al., 1996; WHO, 1998; St Leger, 1999) framework or on the 'Coordinated School Health Program' (CSHP) in the USA (Allensworth and Kolbe, 1987; Marx and Wooley, 1998). These concepts were developed in the late 1980s and early 1990s although the Coordinated School Health Programme (earlier Comprehensive SHP) could be traced back to the 1920s, the publishing time of a book 'School Health Services' followed by 'Healthful School Environment' (1953) and 'Health Education' (1957) (Davis and Allensworth, 1994). Allensworth and Kolbe expanded the concept (Allensworth and Kolbe, 1987); they proposed that a school health programme include eight components: health education, physical education, health services, nutrition services, counseling and psychological and social services, healthy school environment, health promotion for staff and parent/community involvement. Regular physical activity provides numerous health benefits - from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. We believe that the school physical education and sports programme should promote physical activity, should teach skills as well as form or change behaviour, and should be able to influence health and well being across the life span. Also that a quality programme of physical education must be a core requirement in all schools and a central component in a comprehensive school's health program (Allensworth and Kolbe 1987). Helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity.

School health and well-being have been looked from a broad perspective for years through large health promoting school frameworks, and linkages between educational and health promotion outcomes have been presented. Indicator development of the area has begun, but still more research needs to be undertaken of the concept and its implementation, as well as development of a comprehensive set of indicators (Nutbeam, 1998; Lister-Sharp et al., 1999; St Leger, 2000; St Leger and Nutbeam, 2000a; St Leger and Nutbeam, 2000b).

Through physical education, psychosocial development may be nurtured and opportunities created to develop interpersonal relationships, personal growth and self-esteem. Objectives such as good sportsmanship, cooperation, team work, giving and receiving support, appreciation for regular exercise, emotional control, leadership and fellowship skills and the development of a positive self concept can be furthered. To achieve good results in physical education and sports, we need to have good organization, infrastructure, equipment, facilities and also the provision of required minimum finances. One of the major problems in educational institutions is the absence of regular sports programmes. Additionally whatever programmes do exist, are not relevant in the context of national priorities. Lack of infrastructure like playgrounds, gymnasiums and sports hostels is a major inhibiting factor. The price of equipment has gone very high and majority of the students cannot afford to buy these equipments themselves. Another issue is trained teachers for physical education. There is no concept of specialization in the training of physical education (McKenzie et al., 2006). Thus teacher-training programmes for physical education lack job oriented training. The teachers, therefore, are not equipped to handle their jobs or to run programmes involving large student communities.

The cultural and social values of our country represent a synthesis of religious percepts and local traditions. In certain areas of life this synthesis has created confusions. The interpretations attached to the religious injunctions are deeply rooted into the local customs. The status of women is one such feature. After independence for a long period of time, female education was restricted only to urban areas as among the rural and tribal areas it was considered against our traditions to let the female go out of home for any purpose even for education. Thus, in the urban areas as well though education was acceptable for girls but physical education and such other co-curricular activities remained inadequate.

During the last two decades when the younger generations got education and realized the significance of female education as well, the prospect has now changed to some extent. Today, even in the rural areas girl's schools are no more a dream. Our religious leaders and educated politicians have played a significant role in clarifying the misconceptions about female education. But, still the girls' schools do not have all those facilities and provisions that the boys schools have. Similarly people still have segregation in their attitudes towards girls and boys, and they do not allow girls to participate in physical education, sports and other such activities.

The current Education Policy (1998 – 2010) has very effectively described the significance of physical education in character building of students. Such attitude from the Government would definitely help in developing a positive attitude in society towards physical education and sports. The policy has also given physical targets such as provision of grounds, gymnasiums, and sports equipment etc. with no demarcation of girls and boys.

All the education policies have always given equal status to girls and boys schools and all facilities are recommended even for both but still it is felt that in the actual situation girls and boys schools are at a significantly different status in many areas. Physical education and sports is one of those areas. Therefore researcher took initiated for the study on status of physical education and sports facilities for girls in schools.

### **Identification and Impact**

This study focuses upon the goal “Advocacy for equal opportunities of Sports and Physical Education for Girl students”.

### **Purpose**

Collection of information about extent of facilities of Sports and Physical Education in Girl Schools and their use.

### **Objectives of the Study**

Specific objectives of the study are:

1. To collect information about availability of facilities of Sports and Physical Education in Girl Schools.
2. To highlight the financial assistance provided for Sports and Physical Education in Girl Schools.
3. To get a clear picture of status of Physical Education Teachers at Secondary School Level.
4. To compare and contrast the status of boys and girls schools with reference to Sports and Physical Education.
5. To identify the gaps and flaws in provision of facilities.
6. To analyze the efforts, made for the promotion of sports in educational institutions, at National Level through education and sports policies and the curriculum documents of National Bureau of Curriculum.
7. To investigate the financial, material, technical and socio cultural factors, which hinder the participation of girls in games / sports.
8. To make recommendations for the improvement of situation.

